



## Provide Models

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Reading Fluency encompasses expression, volume, phrasing, smoothness, and pace. In order to build reading fluency with students, all aspects of fluency should be instructed and practiced in isolation and in context. Suggestions for activities that will support the development of each element of reading fluency are outlined below.

### Smoothness & Pace

The foundation for smooth and appropriately paced reading is the ability to quickly and accurately identify and read words. In order to build automaticity, educators could consider a variety of [decoding drills](#), both timed and untimed. Furthermore, repeated reading is widely accepted as an instrumental tool for building oral reading. With repeated reading, students are introduced to a text that they will read over multiple occasions in different formats so as to improve both comprehension and fluency aspects. [Reader's Theater](#), poems, song lyrics, and short excerpts are all text options for repeated reading.

### Phrasing

Direct instruction in identifying and recognizing phrase/clause types can provide a foundation for students to read more automatically and accurately. As students begin to chunk words into phrases, they are able to associate those phrases with meaning, which also decreases the number of units of information to be remembered. Some examples of phrases/clauses that educators can introduce include:

- [Fry Instant Phrases](#) were created by Dr. Edward Fry based off of his list of Fry High-Frequency Sight Words. These phrases represent commonly occurring phrases.
- [Infinitive Clauses](#) are more grammar-focused in that they consist of phrases that begin with the infinitive “to” followed by a modifier.
- [Prepositional Phrases](#) are recognizable after students have been exposed to prepositions (words that denote location in time and place).
- [The Florida Center for Reading](#) is a useful resource for developing fluency skills with students. These activities demonstrate the way phrases combine to form full sentences.

With phrasing activities, [direct instruction](#) provides the necessary rationale for using and identifying phrases. Educators can then use a variety of texts to model chunking. Students may use sheet protectors to chunk out phrases for practice reading and then remove the protector for practice with decreased support.



## Expression (Intonation) and Volume

Expression, intonation, and volume can be the most difficult fluency elements to track and quantify. With expression, the goal is for students to be able to convey the tone and the mood through their reading as evidenced by text format, word choice, and punctuation. Educators may consider beginning with [instruction in how punctuation denotes expression](#). Then, students can practice the skill of expression and intonation in isolation through targeted exercises such as:

- [ABC Expression](#) is an activity that students can do at any time and in any order. Students can work in pairs, groups, or independently. The format of attaching punctuation to alphabet letters rather than real words allows students to focus solely on expressive reading and not decoding.
- [Intonation](#) activities that bold, italicize and emphasize different words in a sentence are a tangible way for students to differentiate their expression and intonation based on the text.

## **HOW DOES THIS CONNECT TO PROVIDE MODELS?**

Research identifies modeled fluent reading as the best way to build fluency in students. When educators model fluent reading, students are able to hear and follow the model. While modeling, educators can ask students to [choral read](#), [echo read](#), or listen and discuss. Each of these modeled options provides students exposure and practice with specific texts.